TRACY'S SCHOOL RECORD

AMERICAN · BOOK · COMPANY
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Student Roll Book
1898-99

This register has been examined, and found to be correct.

Sewing Department,
9th, 10th & 11th Divs.
PUBLIC SCHOOLS, D.C.

June 19, 1899

S. E. Lyford
Supervisor

[Form No. 24.]

Oral Examinations made by Sarie C. Lyklar, Directr

Division No. 9.10.11

SCALE OF MARKS: Excellent, 1; Good, 2; Fair, 3; Poor, 4.

(Note: Do not use other marks.)

Sewing Dept.

DATE.	GRADE.	NAME OF TEACHER.	No. of pupils in class.	Reading.	Spelling.	Arithmetic	Lessons in Language	Geography.	Writing.	Drawing.	Lessons in Nature Study.	Gymnastics.	Discipline.	Management.
		J. E. Anderson		Reading	Penmanship	Half V. Lessons	Mill V. Lessons	Ele. Drawing	Obs. Teaching	Penmanship			Teaching	
May. 9	3	A. C. Waller	23	2	2	2	2	3	1	2	—	—	2	1
May. 9	3	E. A. Clarke	25	2	1	2	2	3	3	2	—	—	3	1
May. 9	3	L. Coleman	26	3	1	2	2	2	2	3	—	—	1	1
May. 31	3	A. E. Tucker	22	—	1	1	2	2	2	2	—	—	2	1
May. 31	3	A. E. Hughes	20	—	1	2	—	2	2	2	—	—	2	1
May. 9	3	B. Johnson	22	2	2	2	2	3	1	3	2	—	2	1
May. 5	3	E. J. Jones	20	2	2	2	2	2	2	2	2	—	2	2
				Teaching	Obs. Teaching	Num. Lessons	Num. Lessons	Num. Lessons	Num. Lessons	Num. Lessons				
May. 9	4	A. A. Gray	21	3	2	2	2	1	—	—			2	2
May. 9	4	L. G. Arnold	20	3	1	3	2	1	—	—			2	3
May. 26	4	J. M. Taylor	19	2	2	2	2	1	—	—			2	2
May. 4	4	M. A. Madre	18	2	2	2	2	2	—	—			3	2
May. 26	4	U. G. Black	24	4	2	3	2	1	—	—			3	2
May. 5	4	E. V. Campbell	20	2	1	2	1+	1	—	—			2	2
				Sewing	Sewing	Sewing	Sewing	Sewing	Sewing	Sewing				
May. 9	5	H. H. Thelton	24	3	2	2	2	2	2	—			2	2
May. 9	5	M. Liggins	24	3	3	3	2	3	2	—			3	2
May. 31	5	H. L. Lee	26	—	—	3	2	3	1	—			3	2
May. 4	5	M. L. Tamil	20	2	2	2	1	1	1	—			2	2

THE NEW

SCHOOL RECORD

DESIGNED

FOR KEEPING A SIMPLE BUT EXACT RECORD

OF

ATTENDANCE, DEPORTMENT

AND

SCHOLARSHIP

CONTAINING ALSO

AN EXTENSIVE LIST OF TOPICS FOR COMPOSITIONS AND COLLOQUIES
THEMES FOR SHORT LECTURES, &c

BY

J. L. TRACY

NEW YORK ·:· CINCINNATI ·:· CHICAGO
AMERICAN BOOK COMPANY

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TRACY SCH. REC.
W. B. 3.

SCHOOL RECORD.

EXPLANATION.

The favor that has been extended to the School Record has induced me, at the suggestion and solicitation of many teachers, to have it prepared in a more convenient shape, and in a more durable style. In doing this, a few pages have been added, containing matter which, it is hoped, will prove both useful and acceptable to teachers.

Respecting the value of a well-kept record, as an aid to discipline and a proper incentive to diligence, no one can doubt, and our best and most experienced teachers look upon it as quite indispensable.

In keeping the record, if the number 5 is taken as the maximum or standard of perfection for a day's deportment, or for a good recitation, there being by common custom four weeks to the school month, and five days to the school week, a perfect record of Deportment or Scholarship, in any one branch of study, will be 100 at the close of each four weeks, when the Record should be added up, and the result transcribed upon the Monthly Summary of each pupil.

Just before the close of school each day, the roll for Deportment and Attendance should be called. If the first pupil has been absent, the square opposite his name for that day will remain blank. If he has been present, without being tardy at morning, noon, or at either recess, and has conducted himself so as to avoid admonition, he will be entitled to a record of 5. Each instance of unexcused tardiness, or admonition for improper conduct, should deduct one from this number. When a scholar has been necessarily absent a part of a month, his Summary will fall short of 100 both in Deportment and in each branch of Scholarship; but this is rather his misfortune than his fault, and while it may involve no dishonor, will serve as an incitement to greater regularity of attendance. Irregularity of attendance is one of the greatest evils in our schools, frequently crippling the efforts of the best teachers, as well as inflicting great injury upon the pupil. If the scholar or his parent desires to know, in such a case, whether the record contains any thing discreditable, either in recitations or deportment, it can be easily ascertained by knowing how many days he was in school during the month and seeing if the record on the Summary allows 5 to each day, and in each department.

The record of Scholarship should be entered at the close of each recitation. An entire failure should be marked 0, and a perfect recitation with 5.

There is a general disposition among teachers in different portions of the country to approximate to uniformity in estimating the grade of Scholarship and Deportment among pupils, by reducing the record of each to decimals. Hence we see that in most of the examinations preparatory to admitting students to High Schools or Colleges, the value of each is estimated by its approximation to *one hundred*. By following the above suggestions, it will be easy to place the result of each student's record upon a proper certificate, showing his true per cent. of Scholarship or Deportment at the close of each month or each term. A faithfully kept record of a pupil, showing a high grade in both departments at the close of a school term, will be far more valuable than the most costly prize.

Teachers sometimes desire to keep a record so as to have it intelligible only to themselves. For this purpose take St. Andrew's Cross (×), or the sign of multiplication for 5, dropping each of the arms, as may be necessary, and substituting a point in the center of the square for 1.

SUBJECTS FOR COMPOSITION, DIALOGUES, ETC.

I HAVE thought it worth while to place in this connection an extended list of topics for exercises in English composition. They are not arranged with strict regard to method or classification, but among them will be found themes suited to the capacity, proficiency, and taste of almost every class of pupils. The importance of frequent exercises of this kind, as the best means of inducing scholars to think for themselves, and to express their thoughts in correct language, thus turning their theoretical knowledge of grammar to a practical account, is acknowledged by every one. The teacher is frequently importuned by pupils for suitable subjects, and by having always at hand an extensive list, he may be able to select topics adapted to their various ages, tastes, and capacities, and thus give proper encouragement to youthful effort, in this all-important branch of study.

Perhaps as easy a method as any to induce the younger class of pupils to make their first efforts at composition is to read or relate to them a short, but interesting story, and desire them to write an outline of it, as full and extended as they can, within a given time. In such an exercise the thoughts are already furnished, and the only labor of the pupil is to place them in their proper connection and clothe them with good language. In an exercise of this kind the pupil takes one of his first lessons in generalization; he learns to separate and classify facts, selecting the most important, and rejecting those of little consequence. A similar course should be observed by students in History, writing each day a fair outline of the subject-matter contained in the pages of their lesson

When young beginners have made their first efforts, upon the above or some similar plan, they should be furnished with simple themes or subjects, upon which they can originate some thoughts, and collect some facts, from their own experience or observation. By carefully observing the peculiarities of mental development among his pupils, the intelligent teacher will soon learn to select topics suited to benefit each. One scholar may be all wings, and forever fluttering around, like a gay butterfly, among the flowers of fancy; while another is all body, and never soars above a barren catalogue of facts. By a judicious choice of subjects and proper encouragement to effort, much may be done to develop the less prominent traits in the mental character of each pupil, and thus secure to him a well-balanced mind.

*** Two admirable text-books, in this department, may be found in Brookfield's First Book in Composition, and Boyd's Elements of English Composition—the former designed for primary, and the latter for advanced, classes.

SUBJECTS.

1. Flowers
2. A Thunder-storm.
3. What Becomes of the Rain?
4. Snow.
5. Mountains.
6. Forests.
7. The Beauties of Nature.
8. Our Country.
9. The Study of History.
10. Peace.
11. War.
12. The Ruins of Time.
13. The Fickleness of Fortune.
14. A Dream.
15. A Ray of Light.
16. A Drop of Water.
17. Immutability of Change.
18. Town and Country.
19. Blessings of Hope.
20. The Starry Heavens.
21. By-gone Hours.
22. Immortality of the Soul.
23. Music of Nature.
24. Memory of our Fathers.
25. Matter and Mind.
26. The Seasons.
27. Heat
28. Light.
29. Motion.
30. Benevolence.
31. Power of Mind.
32. The Bible.
33. Aim High.
34. Past, Present, and Future.
35. Nature's Mysteries.
36. Contrast.
37. Magic of Kindness.
38. Cost of Civility.
39. Things that Cost Nothing
40. The Almighty Dollar.
41. Night and Morning.
42. First Impressions.
43. The Traveler.
44. Nature's Nobleman.
45. Temper.
46. The Present Age.
47. Affectation.
48. Fashion.

49. Rumor.
50. The Way of the World.
51. Small Beginnings.
52. The West.
53. Home of my Childhood.
54. Common-Sense.
55. The Old Pine-tree.
56. Vagaries.
57. Art and Artists.
58. Critics and Criticism.
59. Civility and Civilization.
60. Home of Liberty.
61. The Spirit-land.
62. Power of Religious Belief.
63. The Old Arm-chair.
64. Death is Life.
65. Education.
66. Dignity of Labor.
67. Order.
68. Now-a-days.
69. Early Rising.
70. Contentment.
71. Novel Reading.
72. Daniel Boone.
73. Captain John Smith.
74. Pocahontas.
75. Sense and Beauty.
76. The Marten Family.
77. Mind Your Business.
78. The American Indian.
79. Decision of Character.
80. Album Poetry.
81. Poetic Epistle.
82. Vacation.
83. My Native Land.
84. The Secret of Greatness.
85. The Fading Leaf.
86. The World's Laboratory.
87. Rural Happiness.
88. Monuments of Mind.
89. The Butterfly and Bee.
90. The Woodland Hum.
91. Nothing Formed in Vain.
92. Maternal Affection.
93. Good Time Coming.
94. Troubles and Trials.
95. Rambles of a Butterfly.
96. The Way to be Happy.
97. To-morrow.
98. The Eye.
99. The Last Leaf.
100. Early Attachment.
101. Parting Words.
102. Egotism.
103. Art of Pleasing.
104. True Politeness.
105. The Hill of Science.
106. Martyrs of Science.
107. Echoes.
108. Visions of Ambition.
109. The Battle of Life.
110. Progress.
111. Fancy and Fact.
112. Reform.
113. Superstition.
114. The World a Fair.
115. The World a Stage.
116. Twilight Musings.
117. Graves of our Fathers.
118. American Flag.
119. The Teacher's Mission.
120. The Scholar's Mission.
121. Lost Images.
122. Dreams and Realities.
123. Voices of the Night.
124. Home Scenes.
125. Unwritten Language.
126. Unwritten Laws.
127. Mystery of Life.
128. School-room Scenes.
129. Unwritten Music.
130. Memory's Urn.
131. Master-minds.
132. Waymarks.
133. Santa Claus.
134. Love is Catching.
135. Midnight Musings.
136. Poor Man's Farm.
137. The Rich Poor Man.
138. The Poor Rich Man.
139. The Spot I Love best.
140. Vacation is Coming.
141. Footsteps of Angels.
142. The Country Church.
143. Scene in the Country.
144. Winter Fireside.
145. Works of Time.
146. A Home for All.
147. The Dream Angel.
148. Summer Evening.
149. The Country Store.
150. Adventures of a Dime.
151. Moral Worth.
152. True Courage.
153. Little Things make Life.
154. The Stranger.
155. Sunbeams and Shadows.
156. Uncle Sam's Farm-fence.
157. Youth.
158. The Pen and Sword.
159. Random Thoughts.
160. The Mines.
161. Language of a Smile.
162. Language of a Tear.
163. Young America.
164. Intercepted Letter.
165. Mountain Scenery.
166. Bird-music.
167. Speak Gently.
168. Home Fireside.
169. The Orphan.
170. The Rolling-stone.
171. Teachers.
172. Loved Faces.
173. The Wreath of Fame.
174. Early Companionship.
175. Music of the Sea-shell.
176. Letter from the Town.
177. Letter from the Country.
178. Keepsakes.
179. My Room-mate.
180. The True Friend.
181. What Shall We Read?
182. School Associations.
183. Paddle your own Canoe.
184. Philosophy of a Tear.
185. The Book.
186. Peaceful Conquests.
187. A Picture of Fancy.
188. Leaflets of Memory.
189. Silent Influence.
190. Wit and Humor.
191. Our Wants and Wishes.
192. What I Love.
193. Never Borrow Trouble.
194. Story of an Old Soldier.
195. Robinson Crusoe.
196. Victim of Intemperance.
197. The Alchemist.
198. The Flower-girl.
199. Truth.
200. Honesty.
201. Consistency.
202. Earth's Battle-fields.
203. Gambling.
204. Imagination.
205. Anger.
206. Self-government.
207. The Love of Fame.

208. Purity of Thought.
209. The Mariner's Compass.
210. The Spirit of Discovery.
211. The Art of Printing.
212. Newspapers.
213. Influence of the Press.
214. Photography.
215. Novelty.
216. The Sun.
217. The Rainbow.
218. The Moon.
219. The Aurora Borealis.
220. The Stars.
221. The Earth.
222. Life on Other Planets.
223. The Study of Geography.
224. Rivers.
225. The Ocean.
226. Manufactures.
227. The Influence of Woman.
228. The Invisible World.
229. Man's True Greatness.
230. Industry.
231. Idleness.
232. Flattery.
233. Despair.
234. Excelsior.
235. Duplicity.
236. Success.
237. Adversity.
238. Early Impressions.
239. Perseverance.
240. Silent Cities.
241. Riches and Poverty.
242. Socialism.
243. Causes of Strikes.
244. The Miser.
245. Fireside Angels.
246. Taste.
247. Tyranny.
248. The Art of Writing.
249. Knowledge is Power.
250. The Trials of the Teacher.
251. The March of Intellect.
252. The Revival of Learning.
253. Mesmerism.
254. Gratitude.
255. Modesty.
256. Genius.
257. The Power of Conscience.
258. The Spirit of Song.
259. Earth's Benefactors.
260. The Power of Association.
261. The End not yet.
262. The Dark Ages.
263. The Good Part.
264. Patriotism.
265. The Fourth of July.
266. Hero-worship.
267. The True Hero.
268. Commerce.
269. Cheerfulness.
270. The Uses of Biography.
271. The Backwoodsman.
272. Punctuality.
273. Curiosity.
274. Gardening.
275. Modern Delusions.
276. Young America.
277. Future Generations.
278. The Philosopher's Stone.
279. Nature and Art.
280. The Freedom of the Press.
281. Inventions.
282. Silent Influence.
283. Necessity Knows no Law.
284. Look Before You Leap.
285. Never too Old to Learn.
286. The Dress is not the Man.
287. The Force of Prejudice.
288. The Moral Sublime.
289. The Moral Beautiful.
290. The Scholar's Hope.
291. Charles Dickens.

292. All is not Gold that Glitters.
293. Middle of the Nineteenth Century.
294. The Old House and the New.
295. The House that Jack Built.
296. The Old Log School-house.
297. The Brook and the Flower.
298. Our Toils and our Rewards.
299. Letter from the Man in the Moon.
300. Foot-prints of the Creator.
301. Nothing Great is Lightly Won.
302. What's Going on in the World.
303. What Becomes of the Gold?
304. Reflections of a Looking-glass.
305. Beacon-lights of the World.
306. Our Toils and our Rewards.
307. Books in Running Brooks.
308. The Mission of the Dew-drop.
309. The Pleasures of Traveling.
310. The Applications of Steam.
311. The Schoolmaster Abroad.
312. The Evils of Extravagance.
313. The Attraction of Gravitation
314. Development of Language.
315. The Progress of Civilization
316. Sources of a Nation's Wealth.
317. The Multiplication of Books.
318. The Monuments of Antiquity.
319. Rome Was not Built in a Day.
320. The First Stroke is Half the Battle.
321. Make Hay while the Sun Shines.
322. Necessity is the Mother of Invention.
323. A Fault Confessed is Half Redressed.
324. The Face is an Index of the Mind.
325. Where There's a Will There's a Way.
326. The Race is not to the Swift.
327. The Burnt Child Dreads the Fire.
328. Economy, the Philosopher's Stone.
329. Many a Slip 'twixt the Cup and the Lip
330. Honesty Is the Best Policy.
331. Great Talkers Little Doers.
332. Electricity—Its Scope and Possibilities.
333. Contrivance Proves Design.
334. Example Better than Precept.
335. The Pleasures of Imagination.
336. The Examples of Great Men.
337. Permanence of Literary Fame.
338. The Difficulty of Conquering Bad Habits.
339. The Danger of Hasty Judgments.

ANALYSIS OF BIOGRAPHICAL SKETCH.

1. Birth and Parentage.
2. Childhood.
3. Education.
4. Friends and Contemporaries.
5. Personal Appearance.
6. Character and Peculiar Traits.
7. Early Productions.
8. Development of Style.
9. Incidents of Life.
10. Description of Chief Works.
11. Death.
12. Influence as an Author.

ADVANTAGES OF EDUCATION.

1. History:—
   (*a*) Education of Ancients.
   (*b*) Gradual Development.
   (*c*) Present Condition.
   (*d*) Comparison of Above.
2. Chief Factors.
3. Illustrious Educators.
4. Benefits to Individual.
5. Benefits to Mankind.
6. Education as the Basis of Happiness

PHOTOGRAPHY.*

1. Discovery.
2. First Uses.
3. General Principles.
4. Gradual Development.
5. Present Condition.
6. Benefits to Mankind.
7. Possibilities.

SUBJECTS FOR COLLOQUIES OR DIALOGUES.

1. A Morning Call.
2. Novel-reading.
3. Dancing.
4. They Say
5. The Country Cousin.
6. Utopianism.
7. The Fortune-teller.
8. The Dolittle Club.
9. Feast of Reason.
10. The Times.
11. How a Story grows.
12. Gossip.
13. Aristocracy.
14. Fifty Years hence.
15. Fashionable Life.
16. The Coquette.
17. Small Talk.
18. Flattery.

MARKS FOR THE CORRECTION OF COMPOSITIONS.†

1. ϑ *dele*—take out.
2. # A space or more space between words, letters, or lines.
3. ⌣ Less space, or no space, between words or letters.
4. ⌊ or ⌋ Carry a word farther to the left or to the right.
5. □ Indent.
6. ⌐¬ Elevate a letter or word.
7. ⌊⌋ Lower a letter or word.
8. × Make better letter.
9. ⌈ Bring word or words to beginning of line.
10. ¶ Make a new paragraph.
11. No ¶ No paragraph.
12. *tr.* Transpose.
13. *l. c.* Change to small letter.
14. Cap. Change to capital letter.
15. *stet* (let it stand) indicates that words stricken out are thought best to remain, this mark (. . . . .) being placed under the word.

* The same or a similar analysis may be used for any scientific subject or any invention.
† For application of these marks see next page.

A Cheerful Song and What Came of It.

A little orphan girl, named Johanne, once lived with an illtempred old woman in an almshouse in Stockholm.

She used to make hair-plaits and the old woman took them to market to sell. But she would lock the door when went she away and keep poor Johanne prisoner till she came back. Johanne usually tried to forget all her troubles by working as hard as she could, but one fine day she could not help crying as she upon her loneliness reflected.

At this moment she noticing the cat as neglected as herself, she took it in her lap and petted it till pussy fell asleep.

Then she opened the window to let in the summer breeze, and began to sing with a lighter heart.

As she sang her beautiful voice attracted the attention of a lady who stopped in her carriage to listen. The neighbors told her about Johanne, and the lady placed her in school. In course of time, Jennie Lind, as she was afterward known, became the noted Swedish Nightingale, the most famous singer of her day.

Christian at Work.

TOPICS FOR BRIEF LECTURES IN THE SCHOOL-ROOM.

By spending ten or fifteen minutes each day, in a familiar, conversational lecture, upon some topic or object, selected from the following list, or from the teacher's brain, the scholars will not only be interested, and learn many new truths in a way to remember them, but the teacher himself will derive great advantage from his preparation for such an exercise. Whenever it can be done, the means of illustration should be at hand, to demonstrate to the eye, and thus fasten upon the mind, the facts and reasoning of the lecturer. The curiosity of the pupils should be excited, and questions and remarks from them encouraged. By this means they will be led to closer habits of thought and observation.

1. Glass.
2. India rubber.
3. Leather.
4. Sponge.
5. Wool.
6. Wax.
7. Whalebone.
8. Bread.
9. Ivory.
10. Chalk.
11. A pin.
12. A pencil.
13. A brick.
14. An acorn.
15. A cork.
16. A stone.
17. Cinnamon.
18. Nutmeg.
19. Ginger.
20. Cloves.
21. Water.
22. Oil.
23. Vinegar.
24. Butter.
25. Cheese.
26. Coffee.
27. Tea.
28. Rice.
29. Paper.
30. Cotton.
31. Flax.
32. Silk.
33. Gold.
34. Silver.
35. Mercury.
36. Lead.
37. Copper.
38. Iron.
39. Tin.
40. Lime.
41. Coal.
42. Granite.
43. Salt.
44. Slate.
45. Feather.
46. Coral.
47. Gutta-percha.
48. A Piece of Fur.

1. Rotundity of the Earth.
2. Spheroidal Form of the Earth.
3. Origin and Use of Salt in the Sea.
4. Commerce.
5. The Seasons.
6. Phases of the Moon.
7. Tides.
8. Eclipses.
9. Electricity.
10. Mariner's Compass.
11. Circulation of the Blood.
12. The Stars and Planets.

QUESTIONS FOR DEBATE.

1. Is the farmer the most useful member of society?
2. Does wealth tend to exalt the human character?
3. Has civilization increased human happiness?
4. Are great men the greatest benefactors of the world?
5. Is intemperance a greater evil than war?
6. Do inventions improve the condition of the laboring classes?
7. Is the expectation of reward a greater incentive to exertion than the fear of punishment?
8. Do savage nations possess a right to the soil?
9. Is the mind of woman inferior to that of man?
10. Is the pen mightier than the sword?
11. Has increased wealth a favorable influence on the morals of a people?
12. Did the Crusades benefit Europe?
13. Was the invention of gunpowder an evil?
14. Is the existence of political parties an evil?
15. Is the pulpit a better field for eloquence than the bar?

TOPICS FOR DISCUSSION AT A TEACHERS' MEETING.

1. The daily preparation which the teacher should bring to the school-room.
2. The circumstances which make a teacher happy in school.
3. The requisites for success in teaching.
4. The course to be pursued in organizing a school.
5. Causes of failure in teaching.
6. The order of exercises or programme of recitations.
7. The policy of promulgating a code of rules for the government of a school.
8. The keeping of registers of attendance and progress.

9. The opening and closing exercises of a school.
10. The best use of the Bible or Testament in school.
11. Modes of promoting a love of truth, honesty, benevolence, and other virtues among children.
12. Modes of promoting obedience to parents, respectful demeanor to elders, and general submission to authority.
13. Modes of preserving the school-house and appurtenances from injury and defacement.
14. Length and frequency of recess.
15. Modes of preventing tardiness, and securing the regular attendance of children at school.
16. The government of a school generally.
17. The use and abuse of corporal punishment.
18. Manner of treating stubborn and refractory children, and the policy of dismissing the same from school.
19. Prizes and rewards.
20. The use and abuse of emulation.
21. Modes of interesting and bringing forward dull, or backward scholars.
22. Modes of preventing whispering, and communication between scholars in school.
23. Manner of conducting recitations generally; and how to prevent or detect imperfect lessons.
24. Methods of teaching the several studies usually introduced into public schools.
25. The apparatus and means of visible illustration necessary for the schools of different grades.
26. The development and cultivation of observation, attention, memory, association, conception, imagination, etc.
27. Modes of inspiring scholars with enthusiasm in study, and cultivating habits of self-reliance.
28. Modes of cultivating the power and habit of attention and study.
29. Lessons on real objects and the practical pursuits of life.
30. Topics and times for introducing oral instruction, and the use of lectures generally.
31. School examinations generally.
32. How far committees should conduct the examination.
33. Mode of conducting an examination by written questions and answers.
34. Length and frequency of vacations.
35. Books and periodicals on education, schools, and school systems.
36. The use of printed questions in text-books.
37. The private studies of a teacher.
38. The visiting of each other's schools.
39. Plan for the organization, course of instruction, and management generally of a Teachers' Institute.
40. Plan of a Normal School or Seminary, for the training of teachers for Common or Public Schools.
41. Manual Training.
42. Physical Training.
43. The recognition of individuality in children.
44. The evils of negative teaching.
45. The teacher's influence on the character of the pupils.

TEACHERS' LIBRARIES.—DISTRICT LIBRARIES.

Every workman should not only have his tools, but know how and when to use them. If the lawyer, physician, and clergyman deem it essential to have well-selected libraries, filled with the wisdom of law, physic, and divinity, is it not equally important for the educators of youth to have within reach similar means of reference and enlightenment? The man who pretends that, as a teacher, he has no use for reference books, only makes himself ridiculous, by professing to have more knowledge than falls to the lot of ordinary persons. Every sensible teacher will acknowledge the importance, if not the necessity, of always having upon his table a few good reference books, to aid him in the ordinary work of the school-room. Questions may occur twenty times a day, where the aid of a good English, Biographical, or Geographical Dictionary is almost indispensable. A few works suitable to be placed in a teacher's reference library are given below; and, in making the list, I have only named such books as would be useful in all professions, and almost any circumstances.

TEACHERS' REFERENCE AND CIRCULATING LIBRARY.

Webster's New Unabridged Dictionary
Lippincott's Universal Gazetteer
Dwight's Greek and Roman Antiquities
New Classical Dictionary
Popular American Dictionary
Dictionary of Antiquities
Crabb's English Synonyms
Universal Atlas
Encyclopædia Britannica
Cyclopædia of English Literature
Cyclopædia of American Literature
Taine's English Literature
Allibone's Dictionary of Authors
Carrington's Battles of the Revolution
Popular Science Monthly
Scientific American

But in addition to such works as are merely designed for reference, there are many books written by the ablest authors, treating upon all matters connected with education. But few teachers are able to supply themselves with a library of this kind of reading, and the only means of coming at its benefits is by an associated effort on the part of the teachers in a county. By a small contribution from each, a respectable library would soon be collected, and the advantage to each teacher would be nearly the same as if he owned all the books.

Theory and Practice of Teaching, Page
Education, Spencer
Philosophy of Education, Tate
Teacher and Parent, Northend
Practical Education, Maria Edgeworth
Higher Education, Hamerton
Methods, Quincy
Lectures, Payne
Logic of Mathematics, Davies
School Amusements, Root
Lectures on Teaching, Fitch
Principles and Practice of Teaching, Johonnot
School Architecture, Barnard
History of Normal Schools, Barnard
Life of Thos. Arnold, Stanley
Watts on the Mind, Denman's Questions
Institute Lectures, Bates
Emile, Rousseau
Leonard and Gertrude, Pestalozzi
Normal Method of Teaching, Holbrook
School and Schoolmaster, Charles Dickens
Manual of Object Teaching, Calkins
Primary Object Lessons, Calkins
Manual of Fine Arts, Huntington
Hand-Book of Teaching, Phelps
Bacon's Essays, *Boyd's Notes*
Lectures on Natural History, Chadbourne
Mathematical Dictionary, Davies and Peck
Barnes' Popular History of United States
Alison's Europe under Napoleon, Gould
History of the Jews, Mills
Roman History, Ricord
English Poets, *Boyd's Notes*
Homer's Iliad, Pope
Method of Teachers' Institutes, Bates
Kindergarten Culture, Hailmann
Kindergarten Culture, Dr. Henry Barnard
Teachers' Assistant, Northend
From Cradle to School, Meyer
Teachers' Examiner, Stone
American Art Essays, Hamerton
School Economy, Wickersham
Methods of Instruction, Wickersham
Lectures on Education, Horace Mann
Graded Schools, Wells
Laws of Public Schools, Burke

DISTRICT LIBRARY.

For the purpose of establishing upon a permanent basis, a Township or District Library, it may be a good plan first to organize among the people of the neighborhood a Library Association. In such an association, let each member contribute a certain amount for membership (say one dollar), coupled with the condition of paying a monthly contribution of five or ten cents for the regular increase of the library. If thought best, let the monthly contribution be payable by all who use the books of the library, and in this way considerable additions can be made to the collection of books every year. A library of this kind should have in it books suited to the reading of both old and young, and thus its blessings would be more widely diffused. A library may also be established by a tax, where a majority of voters in a district favor the enterprise.

The following is a valuable series, from which any number of volumes, to the extent of nearly 400, may be selected, to form family, village, and school libraries. It comprises a rich

and varied collection of works in the several departments of literature, forming a complete circle of useful, instructive, and entertaining knowledge, adapted for popular use. The utmost care has been taken, not only to exclude all works having an injurious influence on the mind, but to embrace every thing calculated to strengthen the best and most salutary impressions. The works can be supplied entire, in sets of selected volumes, or separately.

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Collins, Gray, and Beattie's Poetical Works. 1 vol.
Cowper's Poetical Works, with his Life. 1 vol.
Crabbe's Poetical Works. Life by Allen Cunningham. 1 vol.
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Hood's Poetical Works, with portrait. 1 vol.
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Goethe's Poems.

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Bush's Life of Mohammed.
Leslie's Discovery in the Polar Seas.
Grace Aguilar's Home Influence.
Armstrong's Treatise on Agriculture.
Bacon's Essays, and Locke on the Understanding.
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Barrow's Arctic Voyages.
Barrow's Life of Peter the Great.
Barrow's Pitcairn's Island and "Mutiny of the Bounty."
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Frost's Beauties of English History.
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Goldsmith's History of Rome. Abridged.
Goldsmith's Vicar of Wakefield.
Mrs. A. J. Graves' Woman in America.
Green's History of the English People.
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Halleck's Selections from British Poets. 2 vols.
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SUGGESTIONS TO YOUNG TEACHERS.

1. Vigilance, energy, discretion, firmness, and mildness are the essential requirements for a successful disciplinarian.

2. To a pupil, the teacher is the example—the pattern he imitates; hence the necessity for *continued* watchfulness on the part of the teacher. "As is the teacher, so is the school"—so is the class; therefore, he should do nothing in the presence of his pupil that he would not have him imitate. The pupil should not be censured for an offense similar, in whole or in part, to that which he sees committed by the teacher.

3. The teacher should first discipline *himself;* afterward his pupils.

4. Commence with setting an example of punctuality, neatness, and good taste in habits and dress—then of self-control.

5. Let every thing, on the part of both teacher and pupil, be done quietly and in order.

6. It is generally admitted, that in whatever spirit a teacher commences the duties of the day, in the same spirit he will perform and end them; therefore, begin the day in a pleasant and cheerful mood. The exercises of the day will thus be rendered beneficial to the pupil and more agreeable to the teacher.

7. Order can be better obtained and secured by quiet and coolness on the part of the teacher, than by impatience or excitement. True order is that which is maintained with the least apparent effort of the teacher.

8. In discipline, be uniform and consistent; teach by *example* more than by words.

9. "A silent teacher makes a silent school"—a silent class.

10. Begin and change exercises, in silence and order. It is always better to sacrifice a few moments than good order.

11. Teachers in the same school or department should evince a feeling of good-will and confidence toward each other; but they never should, within hearing of a scholar, engage in any discussion or argument; for the pupil is sure to view one as successful, and the other as defeated; hence, his confidence in the ability of the latter is diminished. Neither should light, frivolous conversation, of any nature, be indulged in by the teachers in the presence of the pupil.

12. Study the character, disposition and peculiarities of your pupils; and, to a certain extent, adapt your course of discipline to them. The same result can not be accomplished from materials of different qualities, in the same time, and by precisely the same process.

13. In giving orders, *signs* are generally preferable to *words*.

14. Speak sufficiently loud for all to hear—*no louder*. Let the expression be as concise as possible. A low, decided tone of voice accomplishes much more than a loud, blustering one; the former *attracts* and *fixes* attention; the latter *divides* and *confuses* it.

15. Let every motion of the teacher, as well as his language and tone of voice, be easy and graceful, free from any rudeness or awkward inelegance. Of course, in the grammatical construction of expression on the part of the teacher, *correctness is of vital importance;* otherwise, his practice contradicts his theory, and renders his teaching of that branch a burlesque.

16. Respect the feelings of a pupil, and he will respect yours.

17. Do not evince a suspecting disposition toward a pupil, and never *show* that you are *watching* him, expecting he will do wrong. Give him to feel that you place confidence in him, whether in your presence or absence.

18. Do not ridicule a pupil for any physical or other unavoidable defect—even dullness. Rather make allowance. Make no reflections upon the circumstances of a pupil or his parents.

19. Neither manifest a lack of confidence in your ability to govern, nor display a love for domineering or commanding.

20. Require only what is REASONABLE and necessary—then enforce your order to the letter. Do NOT THREATEN YOUR PUPILS.

21. Be certain that the pupil understands your request; after that do not repeat it. Require PROMPT obedience.

22. In the training of youth, a teacher is responsible not only for what he DOES, but also for what he NEGLECTS to do.

23. The teacher should direct his attention to the formation of right morals and proper principles of those under his charge. Learning in the possession of an unprincipled person is a dangerous weapon.

24. Let your arrangements and decisions be always conducted with a strict regard to impartiality, right, and equity. Be particular even in small matters; children are close observers in small things.

25. "The school is no place for a man wi hout principle."

26. The teacher, in or out of school, is considered by the pupil an example in language and conduct.

27. During a recitation, the attention of ALL should be engaged upon the lesson or subject under consideration.

28. When a pupil applies for assistance in any question, do not accomplish the whole yourself, neither send him away entirely unaided; but after he has studied the subject faithfully, present to him one or two of the leading principles involved, and then leave him to develop the matter himself. *Too much aid is sometimes worse than too little.*

29. Teachers should, before entering on their duties for the day, be thoroughly conversant with the subject of each lesson. A teacher, while conducting a recitation, should never be obliged to refer to the book or map for the purpose of acertaining whether or not the pupil is correct in his answer. Besides displaying a weakness on the part of the teacher, there arises in the mind of the pupil the query—why should I study what my teacher does not know?

30. The teacher should first be well acquainted with the true answer to every question, and the correct pronunciation of every word in the several lessons. It will be seen that many advantages attend this plan; the chief of which are—much time is saved, the teacher instructs with more facility and success, and the pupil, observing the familiarity of the teacher with the several subjects, feels for him a greater respect.

31. In hearing a lesson, give the pupil time to answer when it appears he has the correct idea, and merely hesitates to find words to express himself; but when it is evident that he is ignorant of the answer, waiting is but a loss of time.

32. Be sure the pupils have gained IDEAS. Words, without ideas, clog, rather than improve the mind.

33. In the class-room, teachers should not confine the attention of the pupils exclusively to what is found in the books. "Books are but helps," or instruments; and while that which is contained in them should be judiciously used and thoroughly understood, yet, so far as time will permit, the teacher can, to advantage, introduce such matters as are not only valuable in themselves, but as will tend to impress the subject of the lesson more firmly upon the mind.

34. Be judicious and sparing in awarding credit or discredit marks. To be lavish, would render them cheap and comparatively valueless.

35. Before reproving delinquents in lessons, first inquire whether or not they have studied, and, if so, what effort has been made. Some pupils may devote much time and labor to the acquirement of their lessons, and yet in the class-room be weak in recitation; and to denounce such would tend to DISCOURAGE rather than ADVANCE.

36. When disorder is the result of the absence or inattention of the teacher, the pupil should not be reproved in proportion to the amount of wrong committed. A pupil should not be *tempted* to do wrong. Hence, teachers should not, unless absolutely necessary, leave the class-rooms; and at the close of the day, not until all the pupils have been dismissed, and the rooms and furniture arranged in proper order.

37. Whether or not punishment is to be resorted to in maintaining order in a class-room, depends, in nine cases out of ten, upon the mode of discipline, and the interest excited by the teacher. It is unreasonable to punish or censure a pupil for that which arises from a defect in the management by the teacher.

38. Never exhibit a quick temper or a fretful disposition; and by no means give way to SCOLDING. Let any necessary rebuke be administered with determination, coolness, and becoming dignity.

39. Excessive or unreasonable corporal punishment is justly to be condemned; but abusive tongue-lashing, resorted to by some teachers, is infinitely worse. All such punishments as confinement in dark rooms, striking with the hand, pulling hair or ears, should be entirely abolished.

40. Encourage AS MUCH, and reprove AS LITTLE as possible.

41. A teacher should not be interfered with in the government of his or her class, while in actual command, not even by the principal. The teacher, of whatever grade, should, in the estimation of the pupil, be principal of his or her own class. Any suggestions or advice from the principal should, in all cases, be apart from the observation of the school or class; otherwise, the authority of the teacher is, in the mind of the pupil, weakened; for if the principal manifest a lack of confidence in the teacher, so will the scholar. Also, for the assistant to appeal unnecessarily to the principal, in maintaining order in the class, is a great mistake; for the pupil is thereby impressed with the idea that his teacher is INCOMPETENT, or he would manage without assistance. Pupils should not be sent to the principal for reproof, except for absolute disobedience. All else being settled by the teacher UNAIDED, increases his authority, and secures for him the respect of the pupil. When a teacher is obliged to send an unruly pupil out of the class-room, he should, at the time, explain the nature of the offense to the principal—said explanation to be made to the principal alone.

42. Make weekly or bi-weekly inspection of all books held by the pupils, holding each responsible for the right use of the same. This will prevent much mutilation and destruction of books.

43. It is not well for teachers to group together while the school is in session. This should be well observed during recess; for the pupils having then greater scope, it is important that the attention of the teachers should be distributed. Hence, the impropriety of reading newspapers, pamphlets, or such like, *at any time* during school hours. A faithful teacher finds no time for such employment.

44. Always know more than you are expected to teach.

45. Let "something better" be your motto; aspiration and improvement your principle.

46. Never make a promise which you can not keep, or a rule, which you can not enforce.

47. Let the punishment, whenever possible, be in the line of the offense.

48. Change an exercise when a class becomes tired. Arrange your lessons so that brain work and manual work alternate.

49. Show the children interesting and instructive ways of amusing themselves at recreation times. Play may, by judicious management, be made one of the best of lessons, without the suspicion of the pupils.

50. Be careful of the ventilation of your room and all other matters that might tend to impair the health of the children.

51. Teachers should not allow any thing but impossibilities to prevent their attendance at school; for when a teacher is absent, not only his class suffers, but the whole department is more or less embarrassed. Each teacher should arrive in time in the morning to receive his class before the opening of the school.

52. In case of irregularity in attendance, or delinquency in lessons on the part of the pupil, it is well to communicate with the parents, either by letter or interview, soliciting their co-operation and interest; but never should a teacher require the aid of a parent in maintaining order in the class. That is the duty of the teacher alone. A teacher who is unable to preserve order in his class-room, is unquestionably incompetent to govern his class.

53. In case of an alarm of fire in the school building, all injury to pupils can be avoided by coolness and decision on the part of the teachers. In such cases, the pupils observe the conduct of the teachers, in order to decide upon their action. If the teachers lose their self-possession, excitement, uproar, and accident will surely follow. In whatever department of a building fire may appear, the teachers should, as far as possible, confine a knowledge of the fact to themselves. Let one of the teachers first discovering it, apprise the principals of the several departments immediately, who will personally extend a knowledge of it to the other teachers throughout the school. The assistants will then, without assigning a reason or displaying emotion, prepare to dismiss class after class in order, agreeably to the notice of the principal, so that two classes will not go at once. Each teacher should accompany his or her class, and take command of a door, or part of a stair, to prevent accident thereon. Dismiss in the *usual time and order*. *Haste* and *not the fire* is the most dangerous. No fire is so violent as not to allow ample time for all in the building to be dismissed in perfect order and safety. No dismissal or alarm should take place, unless the fire be beyond the control of the teachers.

54. The hearing of lessons should not occupy more than one hour and a half daily; the remainder of the day being devoted to ACTUAL TEACHING, when the lessons for the following day may be explained by the teacher. In Grammar Schools, answering IN CONCERT should be abolished.

55. Whenever practicable, teach by means of OBJECTS or through the medium of the eye. In Geography, use globes and maps: in Astronomy, use orrery globes and diagrams; in Spelling, frequently require the pupils to write the words or sentences given.

56. In directing the various movements required of the scholars, care should be taken never TO TOUCH THEM. To call a child, and at the same time draw him toward you—to command him to go, and the next moment reach forward to push him; or, to effect either of these purposes, not by words or signals, but by TAKING HOLD of the pupil—is a very common error in discipline.

57. A teacher taking charge of a new class, should, at first, advance it beyond the furthest point it had previously attained in each study. In case the teacher finds the new class deficient in what has been passed over, he should not turn back until about two weeks have elapsed, when all necessary reviews may be made. When a class passes under the control of another teacher, a sudden retrograde movement would produce discontent in the class. At the same time, the teacher should avoid allusion tending to disparage the course of his predecessor in the estimation of the class.

58. All notes presented by the pupils, must bear the signature of the parent or guardian, known as such to the teacher.

M.
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M. SUM.

M.
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M. SUM.

NAMES.

Sept., 1898.

	M.	T.	W.	T.	F.	M. 19	T. 20	W. 21	T. 22	F. 23	M. 26	T. 27	W. 28	T. 29	F. 30	M.	T.	W.	T.	F.	M. SUM	M.	T.	W.	T.	F.
Third Grade:																										
A. M. Waring											/										/					
L. Coleman												/									/					
E. R. Clarke												/									/					
B. C. Reed												/									/					
S. E. Tucker													/								/					
A. E. Hughes													/								/					
C. Johnson														/							/					
E. J. Jones															/						/					
Fourth Grade:																										
L. G. Arnold											/										/					
A. A. Gray											/										/					
J. M. Taylor													/								/					
M. A. Madre														/							/					
L. E. Waring															/						/					
E. V. Campbell															/						/					
Fifth Grade:																										
M. L. Liggons											/										/					
H. H. Hebron												/									/					
H. V. Lee													/								/					
M. L. Tancil															/						/					
																					18					

M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM.

September 1898.

Number of lessons given to all classes ----- 18

Number of lessons given to classes of pupils

Third Grade,	-----	8
Fourth Grade,	-----	6
Fifth Grade	-----	4
Sixth Grade,	-----	0
In shops,	----------	0
Total,	----------	18

Number of shops, ---------- 0

Number of visits from Director, ---------- 0

Number of days teacher absent, ---------- 0

NAMES.

Oct. 1898.

	M. 3	T. 4	W. 5	T. 6	F. 7	M. 10	T. 11	W. 12	T. 13	F. 14	M. 17	T. 18	W. 19	T. 20	F. 21	M. 24	T. 25	W. 26	T. 27	F. 28	M. SUM	M.	T.	W.	T.	F.
Third Grade:																										
✓ A. M. Waring	1																				1					
L. Coleman	1					1					1					1					4					
E. R. Clarke		1					1					1					1				4					
✓ B. C. Reed		1					1														2					
S. E. Tucker			1					1					1					1			4					
A. E. Hughes			1					1					0					1			3					
C. Johnson				1					1					1					1		4					
E. L. Jones					1					1					1					1	4					
A. C. Waller						1					1					1					3					
Fourth Grade:																										
L. G. Arnold	1					1					1					1					4					
A. A. Gray	1					1					1					1					4					
J. M. Taylor			1					1					0					1			3					
M. A. Madre				1					1					1					1		4					
L. E. Waring					1					1					1					1	4					
E. V. Campbell					1					1					1					1	4					
R. L. Moten												1					1				2					
Fifth Grade:																										
M. L. Liggons	0					1					1					1					3					
H. H. Heffron		1				1					1					1					4					
H. V. Lee			1					1					1					1			4					
M. L. Fancil				1					1					1					1		4					
																					69					

M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM.

October 1898.

Number of lessons given to all classes 69

Number of lessons given to classes of pupils ....

Third Grade,	29
Fourth Grade,	25
Fifth Grade,	15
Sixth Grade,	0
In Shops,	0
Total,	69

Number of Shops 0

Number of visits from Director 4

Number of days teacher absent 0

Amount of work completed:

Third Grade	No. of Models	0
Fourth Grade	No. of Models	191
Fifth Grade	No. of Models	114
	Total	305

Nov. 1898.

NAMES.	M. 28	T. 29	W. 30	T. 3	F. 4	M. 7	T. 8	W. 9	T. 10	F. 11	M. 14	T. 15	W. 16	T. 17	F. 18	M. 21	T. 22	W. 23	T. 24	F. 25	M. SUM	M.	T.	W.	T.	F.
Third Grade:																										
A. C. Waller	1					1					1					1					4					
L. Coleman	1					1					1					1					4					
E. R. Clarke	1	1					1					1				1					5					
S. E. Tucker			1					1					1					1			5					
A. E. Hughes			1					1					1					1			5					
C. Johnson				1					1					1					0		3					
E. J. Jones					1					1					1					0	3					
Fourth Grade:																										
L. G. Arnold		1				1					1						1				4					
A. A. Gray	1					1					1					1					4					
R. L. Moten		1					1					0					1				3					
J. M. Taylor			1					1					1					1			5					
M. A. Madre				1					1					1					0		3					
L. E. Waring					1					1					1					0	3					
E. V. Campbell					1					1					1					0	3					
Fifth Grade:																										
M. L. Liggons		1					1					1					1				5					
H. H. Hebron		0					1					1					1				4					
H. V. Lee			1					1					1					1			5					
M. L. Jancil				1					1					1					0		3					
																					71					

M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM.

November 1898.

Number of lessons given to all classes, ... 71

Number of lessons given to classes of pupils

Third Grade	29
Fourth Grade	25
Fifth Grade	17
Sixth Grade	0
In Shops	0
Total	71
Number of Shops	0
Number of visits from Director	6
Number of days teacher absent	0

Amount of work completed:

Third Grade	No. of models	172
Fourth Grade	No. of models	266
Fifth Grade	No. of models	177
Total		615

NAMES. Dec. 1898.	M.	T.	W.	T. 1	F. 2	M. 5	T. 6	W. 7	T. 8	F. 9	M. 12	T. 13	W. 14	T. 15	F. 16	M. 19	T. 20	W. 21	T. 22	F. 23	M. SUM	M.	T.	W.	T.	F.
Third Grade.																										
A. C. Walker						/					/					/					3					
L. Coleman						/					/					/					3					
E. R. Clarke						/					/					/					3					
S. E. Tucker								/					/					/			3					
A. E. Hughes								/					/					/			3					
C. Johnson			/						/					/							3					
E. J. Jones				/						/					/						3					
Fourth Grade:																										
L. G. Arnold							/					/				/					3					
A. A. Gray						/					/					/					3					
R. L. Moten							/					/					/				3					
J. M. Taylor								/					/					/			3					
M. A. Madre			/						/					/							3					
L. E. Waring																										
E. V. Campbell				/						/					/						3					
U. G. Black				/						/					/						3					
Fifth Grade:																										
M. L. Liggons							/					/					/				3					
H. H. Hebron							/					/					/				3					
H. V. Lee								/					/					/			3					
M. L. Tancil			/						/					/							3					

M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM.

December, 1898.

Number of lessons given to all classes, ... 54

Number of lessons given to classes of pupils:

Third Grade	21
Fourth Grade	21
Fifth Grade	12
Sixth Grade	0
In Shops	0
Total	54

Number of shops	0
Number of visits from Director	4
Number of days teacher absent	0

Amount of work completed:

Third Grade	No. of models	96
Fourth Grade	No. of models	175
Fifth Grade	No. of models	95
	Total	366

NAMES. Jan. 1899.	M. 30	T. 31	W. 1	T. 2	F. 3	M. 6	T. 7	W. 8	T. 9	F. 10	M. 13	T. 14	W. 15	T. 16	F. 17	M. 20	T. 21	W. 22	T. 23	F. 24	M. SUM	M.	T.	W.	T.	F.
Third Grades:																										
A. C Waller	1					1					1					1					4					
L. Coleman	1					1					1					1					4					
E. R. Clarke	1					1					1					1					4					
S. E. Tucker		1					1					1						1			4					
A. E. Hughes		1					1					1						1			4					
C. Johnson			1					1					1						1		4					
E. J. Jones				1					1					1						1	4					
Fourth Grades:																										
A. A. Gray	1					1					1					1					4					
L. G. Arnold		11					1					1						1			5					
R. L. Moten		11					1					1						1			5					
J. M. Taylor			1					1					1						1		4					
M. A. Madre				1					1					1						1	4					
R. G. Black					1					1						1					4					
E. V. Campbell					1					1						1					4					
Fifth Grades:																										
M. L. Liggons		11					1					1						1			5					
H. Hebbron		11					1					1						1			5					
H. V. Lee			1					1					1						1		4					
M. L. Tancil				1					1					1						1	4					
																					76					

M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM.

January, 1899.

Number of lessons given to all classes ---------- 76

Number of lessons given to classes of pupils:

Third Grade	----------	28
Fourth Grade	----------	30
Fifth Grade	----------	18
Sixth Grade	----------	0
In Shops	----------	0
Total	----------	76

Number of Shops ---------- 0

Number of visits from Director ---------- 4

Number of days teacher absent ---------- 0

Amount of work completed:

Third Grade	No. of models	158
Fourth Grade	No. of models	160
Fifth Grade	No. of models	30
Total		348

Feb. 1899.

NAMES.	M. 27	T. 28	W. 1	T. 2	F. 3	M. 6	T. 7	W. 8	T. 9	F. 10	M. 13	T. 14	W. 15	T. 16	F. 17	M. 20	T. 21	W. 22	T. 23	F. 24	M. SUM.	M.	T.	W.	T.	F.
Third Grades:																										
A. C. Waller	1					1					0					0					2					
L. Coleman		1					1					0					0				2					
E. R. Clarke	1					1					0					0					2					
S. E. Tucker			1					1					1					0			3					
A. E. Hughes			1					1					0					0			2					
C. Johnson				1					1					0					1		3					
E. L. Jones					1					1					0					1	3					
Fourth Grades:																										
A. A. Gray	1					1					0					0					2					
L. G. Arnold	1					1					0					0					2					
R. L. Moten		1					1					0					1				3					
J. M. Taylor			1					1					1					0			3					
M. A. Madre				1					1					0					1		3					
U. G. Black					1					1					1					1	4					
E. V. Campbell					1					1					0					1	3					
Fifth Grades:																										
M. L. Liggons		1					1					0					0				2					
H. Hebbron		1					1					0					1				3					
H. V. Lee			1					1					1					0			3					
M. L. Sancil				1					1					0					1		3					
																					48					

M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM.

February, 1899.

Number of lessons given to all classes		48
Number of lessons given to classes of pupils:		
Third Grade	17	
Fourth Grade	20	
Fifth Grade	11	
Sixth Grade	0	
In Shops	0	
Total		48
Number of Shops	0	
Number of visits from Director		5
Number of days teacher absent	0	

Amount of work completed:

Third Grade No. of models	140	
Fourth Grade No. of models	40	
Fifth Grade No. of models	52	
Total		232

NAMES. March, 1899.	M. 27	T. 28	W. 29	T. 30	F. 31	M. 6	T. 7	W. 8	T. 9	F. 10	M. 13	T. 14	W. 15	T. 16	F. 17	M. 20	T. 21	W. 22	T. 23	F. 24	M. SUM.	M.	T.	W.	T.	F.
Third Grades.																										
A.L. Waller	1					1					1					1					4					
L. Coleman	1						1					1				1					4					
E.R. Clarke		1				1					1						1				4					
S.E. Tucker			1					0					1					1			3					
A.E. Hughes			1					0					1					1			3					
C. Johnson				1					1					1					1		4					
E.J. Jones				01						1					1					1	4					
B. Johnson		1																			1					
Fourth Grades:																										
A.A. Gray	1					1					1					1					4					
L.G. Arnold	1					1					1					1					4					
K.L. Moten							0					1					0				1					
J.M. Taylor			1					1					1					1			4					
M.A. Madre				1					1					1					1		4					
U.G. Black				01						1					1					1	4					
E.V. Campbell				01						1					1					1	4					
Fifth Grades:																										
M.L. Liggons		1					0					1					1				3					
H. Hebron		1					1					1					1				4					
H.V. Lee			1					0					1					1			3					
M.L. Tancil				1					1					1					1		4					
																					66					

M. T. W. T. F. M. T. W. T. F. M. SUM. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM.

March 1899.

Number of lessons given to all classes ---------- 66

Number of lessons given to classes of pupils:

Third Grade	27	
Fourth Grade	25	
Fifth Grade	14	
Sixth Grade	0	
In shops	0	
Total		66

Number of shops ---------- 0

Number of visits from Director ---------- 5

Number of days teacher absent ---------- 0

Amount of work completed:

Third Grade	No. of models	325	
Fourth Grade	No. of models	79	
Fifth Grade	No. of models	165	
	Total		569

April. 1899.

NAMES.	M.	T.	W.	T.	F.	M./0	T./1	W./2	T./3	F./4	M./7	T./8	W./9	T./0	F./1	M./4	T./5	W./6	T./7	F./8	M. SUM.	M.	T.	W.	T.	F.
Third Grades:																										
A. C. Waller						1					1					1					3					
L. Coleman						1					1					1					3					
E. R. Clarke							1					1					1				3					
S. E. Tucker								1					1					1			3					
A. E. Hughes								1					0					1			2					
C. Johnson									1					1					1		3					
B. Johnson							1					1					1				3					
E. J. Jones										1					1					1	3					
Fourth Grades:																										
A. A. Gray						1					1					1					3					
L. G. Arnold						1					1					1					3					
✓ R. L. Moten																										
J. M. Taylor								1					0					1			2					
M. A. Madre									1					1					1		3					
U. G. Black										1					1					1	3					
E. V. Campbell										1					1					0	2					
Fifth Grades:																										
M. L. Liggons							1					1					1				3					
H. Hebbron							1					1					1				3					
H. V. Lee								1					1					1			3					
M. L. Tancil									1					1					1		3					

51

M. T. W. T. F. M. T. W. T. F. M. SUM. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM.

April, 1899.

Number of lessons given to all classes ---------- 51
Number of lessons given to classes of pupils:
Third Grade ---------- 23
Fourth Grade ---------- 16
Fifth Grade ---------- 12
Sixth Grade ---------- 0
In shops ---------- 0
Total ---------- 51
Number of shops ---------- 0
Number of visits from Director ---------- 3
Number of days teacher absent ---------- 0

Amount of work completed.

Third Grade	No. Grade	174	
Fourth Grade	No. Grade	127	
Fifth Grade	No. Grade	153	
	Total Grade		454

May, 1899.

NAMES.	M.1	T.2	W.3	T.4	F.5	M.8	T.9	W.10	T.11	F.12	M.15	T.16	W.17	T.18	F.19	M.22	T.23	W.24	T.25	F.26	M. SUM.	M.	T.	W.	T.	F.
Third Grades:																										
A. C. Waller	1					1					1					1					5					
L. Coleman	1					1					1					1					5					
E. R. Clarke		0					1					1					0				3					
S. E. Tucker			1					1					1					1			4					
A. E. Hughes			1					1					1					0			3					
C. Johnson				1					1					1					1		4					
B. Johnson		0					1					1					1				4					
E. J. Jones					1					1					1					1	4					
1																										
Fourth Grades:																										
C. A. Gray	1					1					1					1					5					
L. G. Arnold	1					1					1					1					5					
J. M. Taylor			1					1					1					1			4					
M. A. Madre				1					1					1					0		3					
U. G. Black					1					1					1					1	4					
E. V. Campbell					1					1					1					1	4					
Fifth Grades.																										
M. L. Liggons		0					1					1					0				3					
H. Hebron		0					1					1					1				4					
H. V. Lee			1					1					1					0			3					
M. L. Tancil				1					1					1					1		4					
																					71					

M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM.

May 1899.

Number of lessons given to all classes 71

Number of lessons given to classes of pupils:

Third Grade	32
Fourth Grade	25
Fifth Grade	14
Sixth Grade	0
In shops	0
Total	71

Number of Shops 0

Number of visits from Director 5

Number of days teacher absent 0

Amount of work Completed:

Third Grade	No. of models	150	
Fourth Grade	No. of models	44	
Fifth Grade	No of models	45	
	Total		239

June 1899.

NAMES.	M.	T.	W.	T.	F.	M.	T.	W.	T.	F.	M.	T.	W.	T.	F.	M.	T.	W.	T.	F.	M. SUM.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Third Grades:																					
A. C. Waller					/						/										2
L. Coleman					/						/										2
E. R. Clarke						/						/									2
S. E. Tucker							/						/								2
A. E. Hughes							/						/								2
C. Johnson			/					/						/							3
B. Johnson						/						/									2
E. J. Jones				/					/						/						3
Fourth Grades:																					
A. A. Gray					/						/										2
L. G. Arnold					/						/										2
J. M. Taylor							/						/								2
M. A. Madre			/					/						/							3
N. G. Black				/					/						/						3
E. V. Campbell				/					/						/						3
Fifth Grades:																					
M. L. Liggons						/						/									2
H. Hebbron						/						/									2
H. V. Lee							/						/								2
M. L. Tancil			/					/						/							3

M. T. W. T. F. M. T. W. T. F. M. SUM. M. T. W. T. F. M. T. W. T. F. M. T. W. T. F. M. SUM.

June 1899.

Number of lessons given to all classes 42

Number of lessons given to classes of pupils:

Third Grade	18
Fourth grade	15
Fifth Grade	9
Sixth Grade	0
In shops	0
Total	42

Number of shops 0

Number of visits from Director 0

Number of days teacher absent 0

Amount of work completed:

Third Grade	89
Fourth Grade	65
Fifth Grade	53
Total	207

NAMES.	M.	T.	W.	T.	F.	M.	T.	W.	T.	F.	M.	T.	W.	T.	F.	M.	T.	W.	T.	F.	M. SUM.	M.	T.	W.	T.	F.

Annual 1899.

Number of lessons given to all classes -- 566

Number of lessons given to classes of pupils:

Third Grade	232
Fourth Grade	208
Fifth Grade	126
Sixth Grade	0
In shops	0
Total	566

Number of Shops	0
Number of visits from Director	36
Number of days teacher absent	0

Amount of work completed:

Third Grade	No. of models	1,304
Fourth Grade	No. of models	1,147
Fifth Grade	No. of models	884
Sixth Grade	No. of models	0
Dirnkg. Dept.	No. of models	0
Total		3335

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M. SUM.

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M. SUM.

Teacher's Schedule of Daily Exercises.

TIME.	EXERCISES.
A. M.	Jeannette Etta Anderson. Residence: 1545, 4th St., N.W. Appointed; January 17, 1898. Present salary: $47.50 per. annum Since September 1898. Where educated: In the Common Schools and the Spencerian Business College.
P. M.	

Requisitions, 1898.

Sept.	30	8 rolls of practice cloth
"	"	6 rolls of calico
"	"	4 rolls of long cloth
"	"	2 boxes of thread, red and blue
"	"	1 doz. spools of white thread #7 & 80
"	"	1 doz. papers of needles No. 8
"	"	1 paper of pins
"	"	1 pr. of scissors
"	"	1 Track Record book
"	"	1 tablet
"	"	1 Shapwood book
Oct.	7	Book of Models
"	"	18 tablets
"	21	8 rolls of practice cloth
"	"	12 rolls of gingham
"	"	4 rolls of Long cloth
"	"	1 box of tape
"	25	1/2 doz. papers #8 needles
"	"	1/2 doz papers #7 needles
"	28	1/2 emery bags
"	"	1 tape measure
"	"	1 bundle of calico
Nov.	11	1/2 doz. spools thread #90
"	"	1/2 doz spools thread #70
"	"	8 rolls of cloth (running)
"	"	3 rolls of 6x6 Long cloth

Requisitions.

	'98.	
Nov.	11	2 papers of pins
Dec	2	½ doz. papers #7 needles
"	"	½ doz. papers #10 needles
"	"	8 bundles of unbleached cloth
"	"	7 bundles of striped gingham (percale)
"	"	3 bundles of India Linen
"	"	6 spools #90 white thread
"	"	1 doz. spools #100 white thread
Jan. '99.	13	7 bundles of Long cloth (Veil & gathering.)
"	"	7 bundles of practice cloth. 9×4
"	"	120 weaving cards
"	"	2 papers of Tapestry needles.
"	"	½ doz. spools white thread #50
"	"	4 balls of Germantown wool
Feb.	3.	7 bundles of practice cloth 9×4
"	"	1 box of white thread #90
"	"	1 box of red thread #50
"	"	1 box of blue thread #50
"	"	1 doz. papers of needles #9 & #7
"	"	6 bundles of percale
"	24	2 balls of Germantown wool
"	"	7 bundles of cloth for French gathers.
Mar.	3.	5 bundles of practice cloth 9 & 4.
"	17	½ doz. papers #7 needles
"	"	1 ball darning thread
Apr.	14.	8 bundles of Ginghams for bags.

Requisitions

	'99.	
Apr.	14	5 bundles of practice cloth 9 x 4
"	"	½ doz. spools # 70 white thread
"	"	Tape for bags ½ doz.
"	"	½ doz. bodkins
"	28	1 bundle of button hole strips
May	18	½ doz. spools # 70 white thread
"	"	1 sheet of educational squares
"	"	½ doz. rolls of tape for bags
"	"	2 bundles of practice cloth

Sewing Department,

9th, 10th & 11th Divs.

PUBLIC SCHOOLS, D.C.

